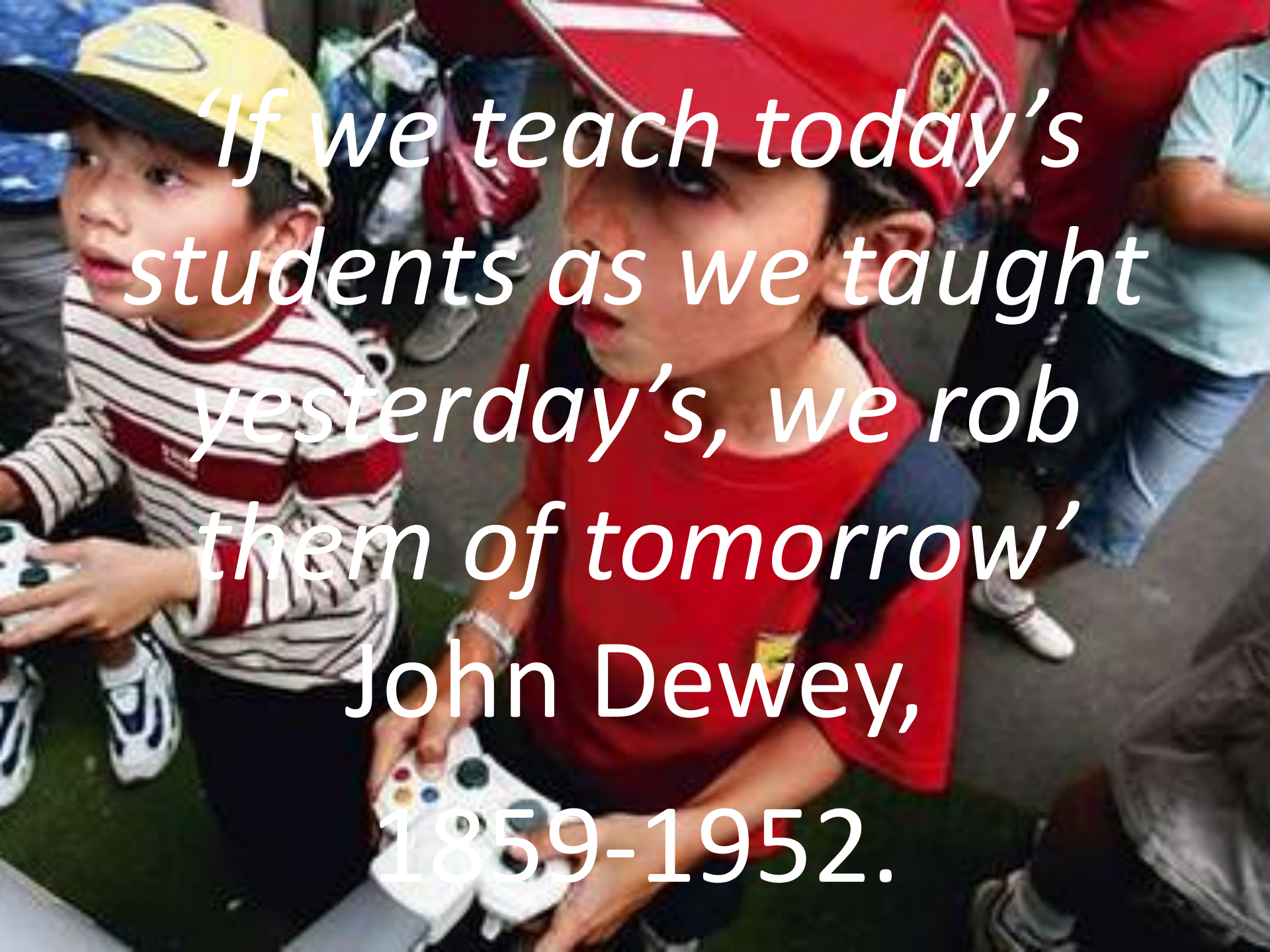


# ENRICHING THE LEARNING THROUGH ICT



Karen Yager: Knox Grammar School & NSW ETA – [yagerk@knox.nsw.edu.au](mailto:yagerk@knox.nsw.edu.au)

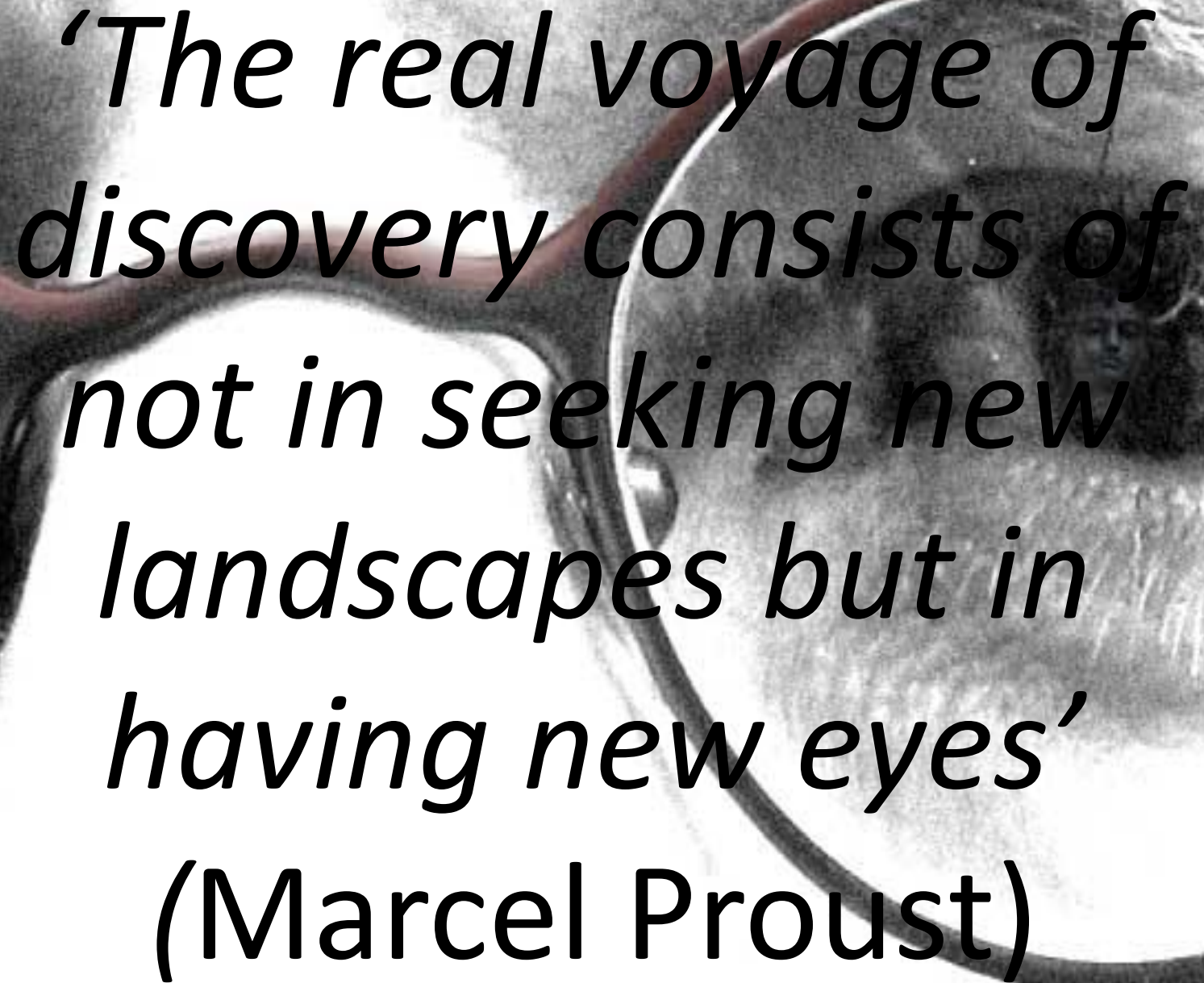


*'If we teach today's  
students as we taught  
yesterday's, we rob  
them of tomorrow'*

John Dewey,

1859-1952.





*'The real voyage of  
discovery consists of  
not in seeking new  
landscapes but in  
having new eyes'*  
(Marcel Proust)

# Australian Curriculum Goals

## ■ Goal 1:

- Australian schooling promotes equity and excellence: promote personalised learning that aims to fulfill the diverse capabilities of each young Australian.

## ■ Goal 2:

- All young Australians become:
  - ❖ successful learners
  - ❖ confident and creative individuals
  - ❖ active and informed citizens





# Workshop Objectives

- To identify and share effective ways to use technology to enhance learning
- To build the confidence of teachers to tap into technology
- To foster the design of quality teaching activities and assessment tasks that utilise technology

# Considerations

Global skills required for the 21<sup>st</sup> century workforce:

- Critical thinking
- Problem solving
- Innovation
- Collaboration
- Creativity
- Connectivism through technology

## Global citizens



***'21st Century education integrates technologies, engaging students in ways not previously possible, creating new learning and teaching possibilities, enhancing achievement and extending interactions with local and global communities' MCEETYA.***



# The Research

- *“Technology is best seen as another tool in the repertoire available to learners and teachers for expression and communication”* (Andrews et al., 2006)
- Coyle and Colvin (1999): The brain is phenomenally plastic– *‘It’s not who you are, it’s what you do and where you do it.’*
- Hattie (2003) & Dinham (2008): The significance of quality assessment married with timely and meaningful feedback.
- Ruel and Bastiaans (2003), Yamarik (2007) and Cooper and Boyd (2009): The link between cooperative learning academic achievement.



# ICT & Learning

*“Teach both Legacy and Future. If we’re smart, we’ll give our kids their heads to use all their technology and passion to learn, as we steer them in positive directions and truly enjoy the ride” Marc Prensky, 2008.*





# Why ICT in English?

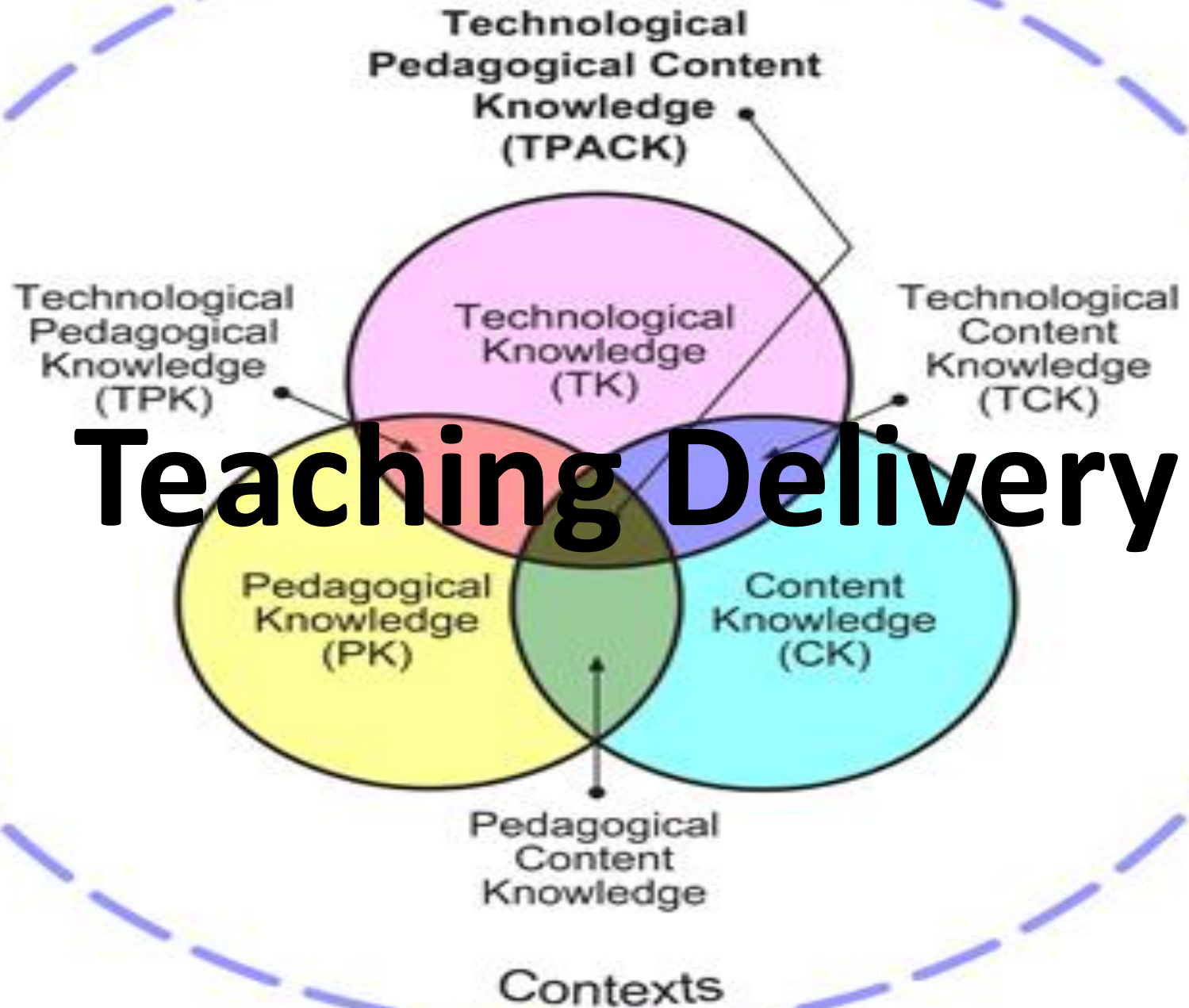
- A significant, creative and engaging teaching tool
- Inquiring
- Ethics
- Communicating
- Creating
- Collaborating
- Reflecting



# Learning first; technology as a tool!

- What do the students need to learn?
- Why does it matter?
- What do they already know?
- What do I want the students to do or produce to demonstrate their learning and understanding?
- How will they get there?
- How can technology be a powerful tool?
- How well do I expect them to do it?

# Teaching Delivery





# Teaching Delivery

- How you feel about technology's propensity to enhance learning?
- Do you use technology in the classroom to deliver the learning, and if so, how?
- Do your students use technology in the classroom, and if so, how?

# Teaching Tools

- Engagement is critical to student motivation during the learning process. Stimulating visuals have the potential to engage your students.
- Visuals promote a student's ability to organise and process information (McKendrick & Bowden, 1999), and challenge students to think on levels that require higher order thinking skills (Smith & Blankinship, 2000). Learning objects.
- Create learning objects that can be re-used and adapted.
- Use YouTube clips and movie trailers to introduce concepts and new topics.
- Podcasts or audio texts of poetry, plays and prose enable students to hear the artistry!
- Insert word enables you to provide strategic feedforward.



# Teaching Tools & Activities

- Power point or slideshows to introduce concepts
- Smart Note Book
- Wikis:  
<http://davinci9english.wikispaces.com/>
- Edmodo: <http://www.edmodo.com/home>
- Wordpress:  
<http://karenygr.wordpress.com/2010/06/18/hsc-paper-2-presentations/>



Winds whipping up fresh snow, chilly winds sending shivers down your spine and the adrenaline rush as fly like a bullet down the mountain. As you reach the bottom you stare back up at the massive peak which you just descended in under a minute. As you stare back up at the mountain, the snow covering the cap of the mountain floats in the air and drifts back down earth like sparkling rain. As it hits the ground it is absorbed into the shining white layer that covers the rock beneath.

The chair lift sways as it climbs the majestic peak; your breath making larger clouds as the temperature becomes colder. Dismounting the chairlift, the view takes your breath away. The base is crowded

Comment [P1]: Not needed

Comment [P2]: Replace or delete

Comment [P3]: Replace with another adjective – too clichéd.

Comment [P4]: Replace – vary sentence beginnings

Comment [P5]: Effective use of sibilance

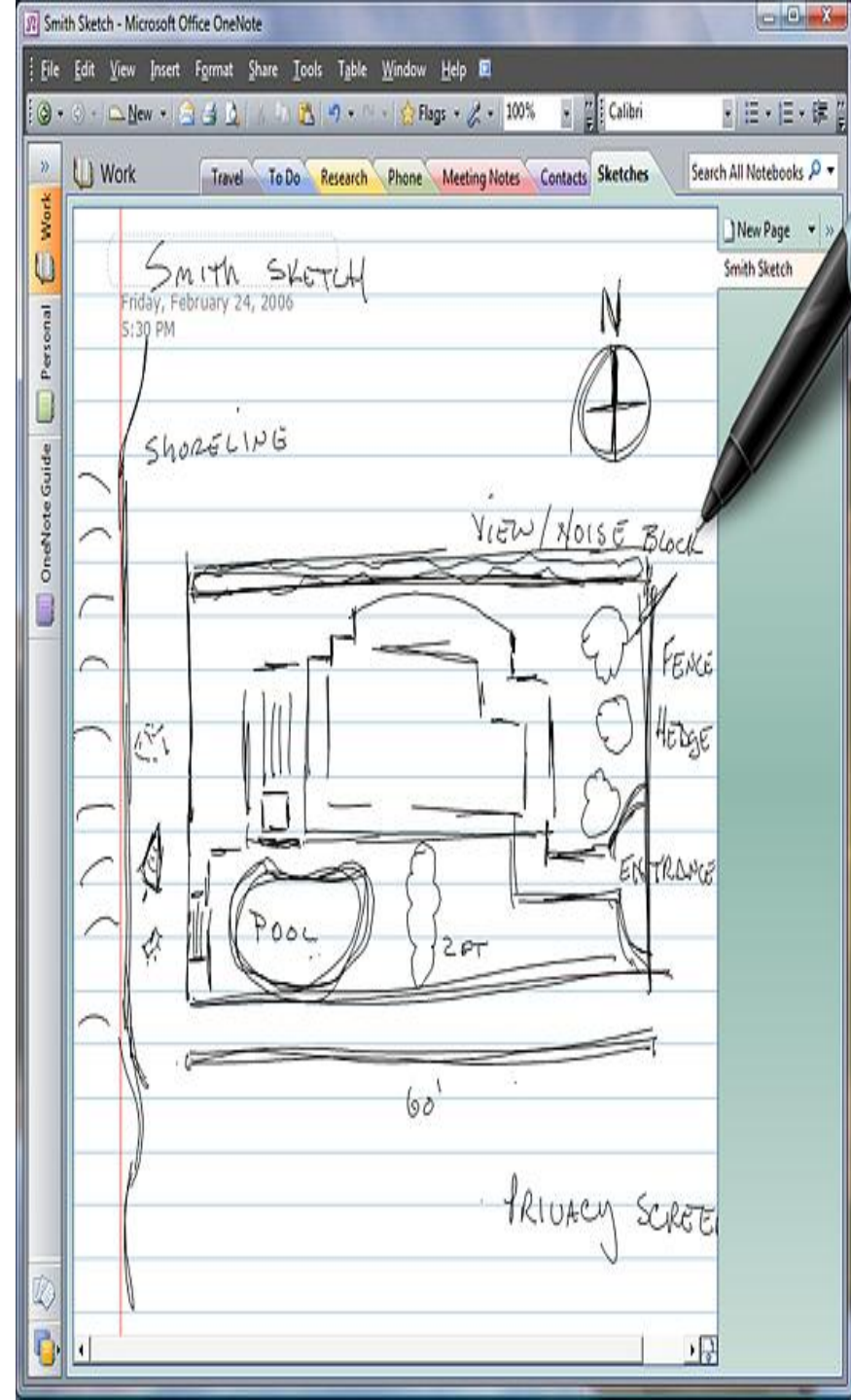
Comment [P6]: Fabulous

# Teaching Tools & Activities

- **Prezis:** <http://prezi.com/>
- **Textual intervention:** Insert comments and track changes
- Podcasts or Vodcasts: Flip learning – Kahn Academy - <http://www.khanacademy.org/>
- <http://www.wordlearner.com/print.php> - crosswords, word searches...
- **Games:** <http://www.playkidsgames.com/>
- <http://www.toolsforeducators.com/> - fabulous online tools to develop English Language lessons

# OneNote

- **Office OneNote 2007:** gather and organise text, pictures, digital handwriting, audio and video recordings, and more — all in one digital notebook
- Develop and track a unit of work:
  - a unit overview
  - individual lesson plans and lists of lesson resources
  - embedded resource files, worksheets and assessment tasks
  - links to internet and other resources
  - records of student assessments
  - Share work and peer mark





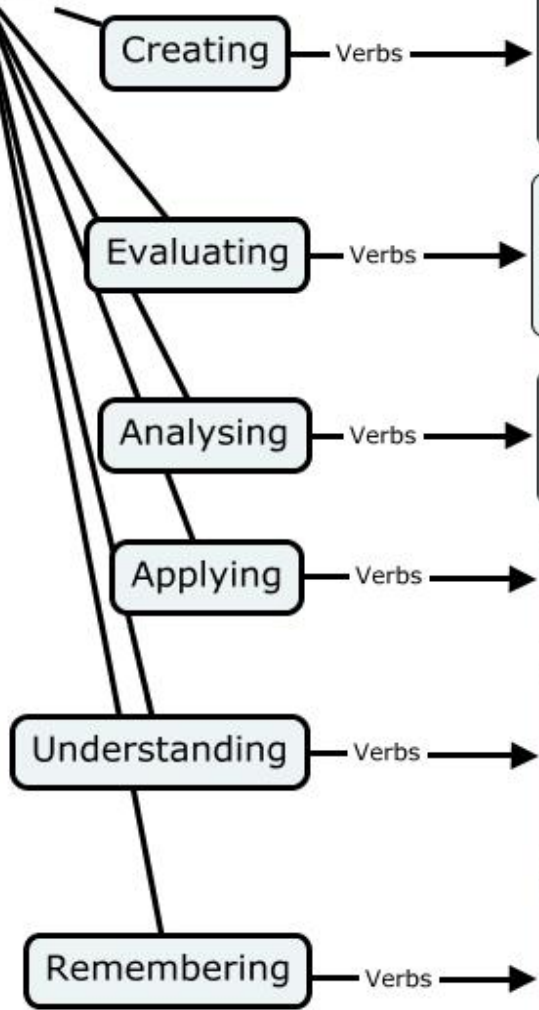
# Creating and Producing

- Differentiate assessment
- student choice
- Medium of production
- Fosters creativity and risk taking
- Collaboration
- Evaluation



# Bloom's Digital Taxonomy

Key Terms



## HOTS Higher Order Thinking Skills

**Designing, constructing, planning, producing, inventing, devising, making,** programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, publishing, videocasting, podcasting, directing, broadcasting

**Checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring,** blog commenting, reviewing, posting, moderating, collaborating, networking, refactoring, testing.

**Comparing, organising, deconstructing, Attributing, outlining, finding, structuring, integrating,** mashing, linking, validating, reverse engineering, cracking, media clipping

**Implementing, carrying out, using, executing,** running, loading, playing, operating, hacking, uploading, sharing, editing

**Interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying,** advanced searches, Boolean searches, blog journaling, twittering, categorising, tagging, commenting, annotating, subscribing.

**Recognising, Listing, Describing, Identifying, Retrieving, Naming, Locating, Finding,** bullet pointing, highlighting, bookmarking, social networking, social bookmarking, favouriting/local bookmarking, searching, googling.

## LOTS Lower Order Thinking Skills

- ### COMMUNICATION SPECTRUM
- Collaborating
  - Moderating
  - Negotiating
  - Debating
  - Commenting
  - Net meeting
  - Skyping
  - video conferencing
  - Reviewing
  - Questioning
  - Replying
  - Posting & Blogging
  - Networking
  - Contributing
  - Chatting
  - e-mailing
  - Twittering/Microblogging
  - Instant messaging
  - Texting



# ICT and Writing

- **Confidence:** The ideas and getting started
- **Inspiration:** Images, ideas, models and exemplars
- **Planning:** Graphic organisers to shape the ideas
- **Craft to artistry:** The writing process
- **Vocabulary:** Sophistication and originality
- **Refinement:** Self, peer and teacher editing
- **Collaboration and Reflection:** Joint constructions, self-evaluation and critical reflection





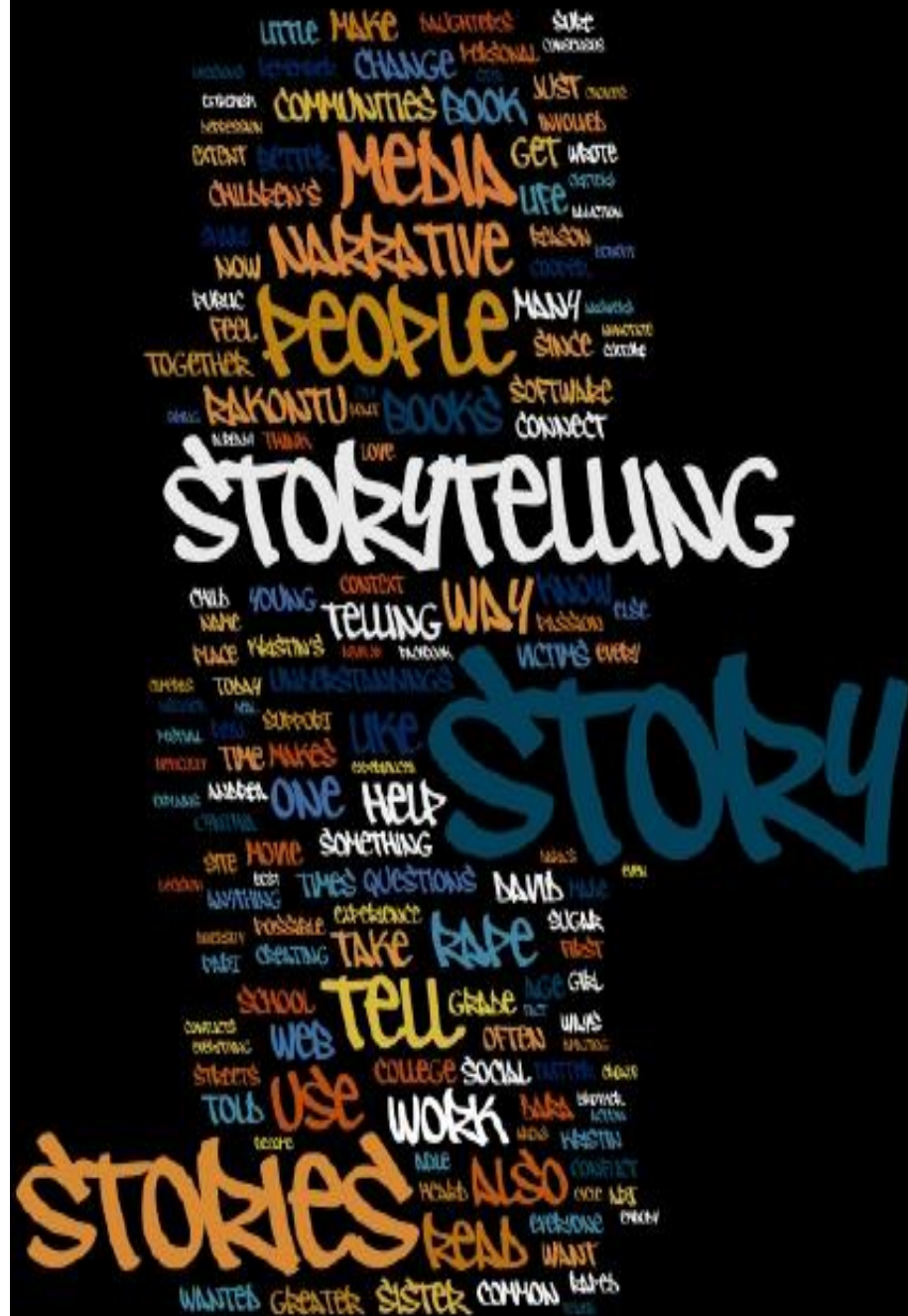
# Confidence

- **Build your wild self:**  
<http://www.buildyourwildself.com/> - create a half-human half animal character and download them so that they can become the main character in a narrative or blog story.
- **Voki:** <http://www.voki.com/> - create an avatar for a blog story or students can play with the crafting of a character. The students can add setting, clothing and even record their character's voice.
- **The Hero's Journey:**  
<http://www.readwritethink.org/files/resources/interactives/herosjourney/> - planning for a hero's journey narrative and the elements of the hero's journey.
- **Create an Online Story:**  
<http://storybird.com/create/>



# Planning

- Graphic organisers
- A word cloud to brainstorm ideas using:
  - **Wordle:**  
<http://www.wordle.net/>
  - **Taxedo:**  
<http://www.tagxedo.com/>



# Inspiration

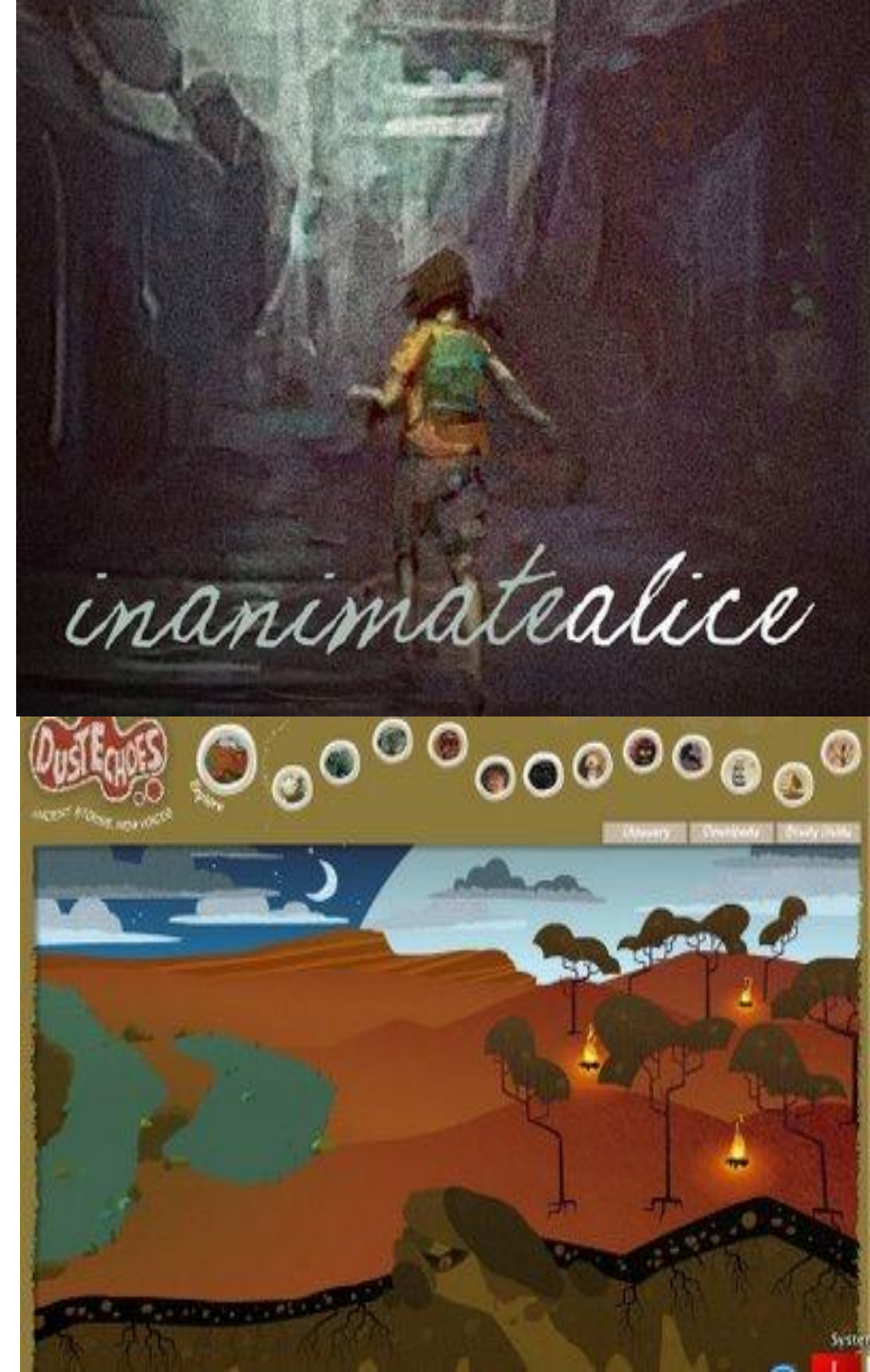
- Audio books, podcasts
- Extracts:  
<http://www.randomhouse.co.uk/vintage/offthepage/extracts.htm>
- <http://www.myplace.edu.au/default.asp>
- Asia Education:  
<http://www.asiaeducation.edu.au/default.asp>





# Inspiration

- **Inanimate Alice:**  
<http://www.inanimatealice.com/> - tells the story of Alice, a young girl growing up in the first half of the 21st century in China
- **Dust Echoes:**  
<http://www.abc.net.au/dustechoes/dustEchoesFlash.htm> - lyrical animations beautifully illustrated of Aboriginal myths.
- **State Library of Victoria: Mirror of the World: Books and Ideas:**  
<http://www.mirroroftheworld.com.au/> - amazing images and extracts from texts to inspire writing.
- <http://www.magickeys.com/books/>: A plethora of multimedia stories for all ages.
- **8 Ways:**  
<http://8ways.wikispaces.com/>



# Inspiration

- Focus on imagery through visual images or film clips
- Video clips from Youtube or films: the trailers of films or a short clip from **Australian Screen or Film Australia**: can be used to stimulate writing - Australian Screen: film clips: <http://aso.gov.au/titles/alpha/A/>





# Inspiration

- [The Raven](#)
- [http://www.youtube.com/watch?v=ILmjvmsExNQ&feature=player\\_embedded#!](http://www.youtube.com/watch?v=ILmjvmsExNQ&feature=player_embedded#!)
- [The Tell Tale Heart](#)
- [Vancouver Film School](#)
- [Movie Trailers](#)











# Dialogue

- **GoAnimate:**  
<http://goanimate.com/>
- **Make Beliefs Comix:**  
<http://www.makebeliefscomix.com/>
- **Pixton Comics:**  
<http://www.pixton.com/uk/home>
- **Toondoo:**  
<http://www.toondoo.com/Home.toon>
- **Superhero:**  
[http://superherosquad.marvel.com/create\\_your\\_own\\_comic](http://superherosquad.marvel.com/create_your_own_comic)
- **Xtranormal:**  
<http://www.xtranormal.com/>



# Grammar

- **Grammar Skills:**  
<http://www.bbc.co.uk/skillswise/words/grammar/>
- **Grammar Ninja:**  
<http://www.kwarp.com/portfolio/grammarninja.html>
- **Grammar Monster:**  
<http://www.grammar-monster.com/index.html>
- **Cyber Grammar:**  
<http://www.cyberggrammar.co.uk/index.php>



“My teacher isn’t qualified to teach spelling!  
She spells U ‘y-o-u’. She spells BRB ‘r-e-t-u-r-n’.  
She spells BFN ‘g-o-o-d-b-y-e’...”



# Vocabulary

- **Visuword:**

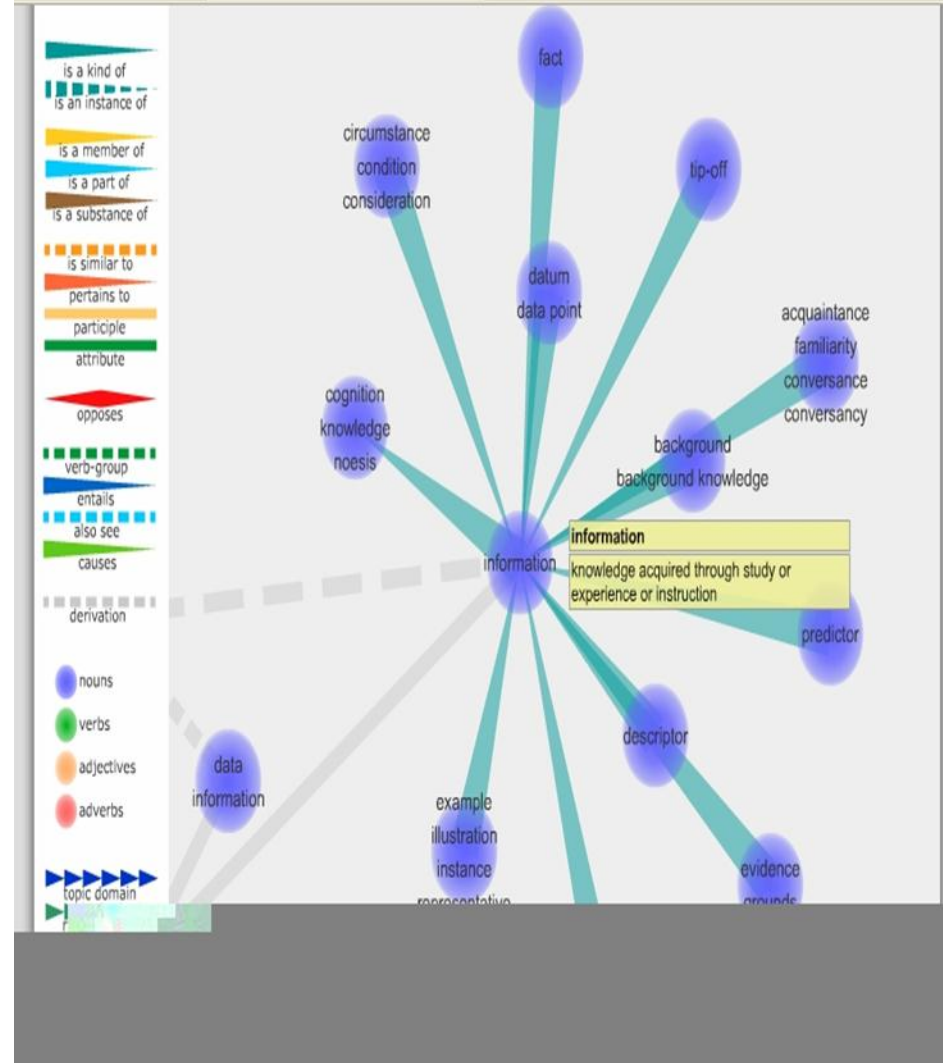
<http://www.visuwords.com/> - a beautiful online thesaurus

- **Wordnik:**

<http://www.wordnik.com/>

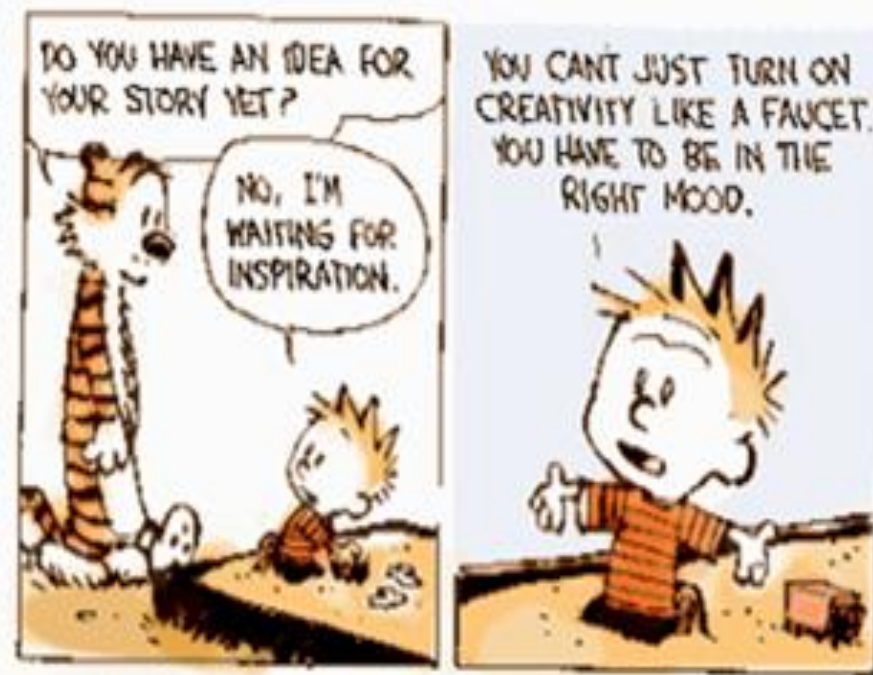
- **History of the English language:**

[http://www.bbc.co.uk/history/british/launch\\_tl\\_ages\\_english.shtml](http://www.bbc.co.uk/history/british/launch_tl_ages_english.shtml)



# Refinement

- Spell check
- Practice does make perfect
- Insert comment
- Recording work and *really* listening noting the sound and the meaning
- Posting to a class wiki or blog for peer editing



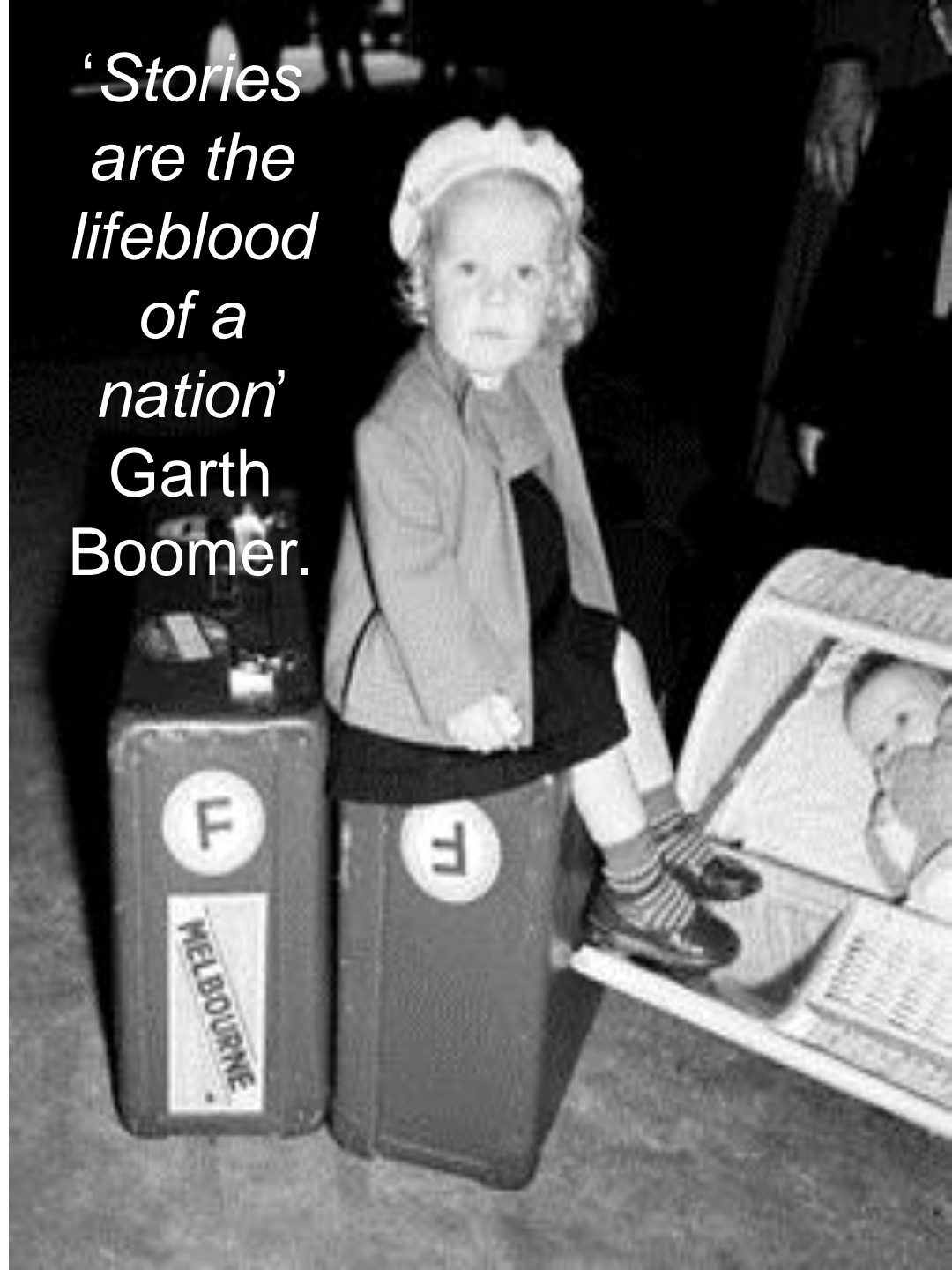
# Multimodal Digital Texts

- *“Multimedia sonnets from the people”* (Daniel Meadows).
- *‘Multimodality captures the multifaceted and holistic nature of human expression and perception, while linguistics alone does not embrace the full richness of semiotics’* (Kress, 2000).
- Immerses students in the complexity and interrelationship of more than one mode of meaning, combining linguistic, visual, auditory, gestural, or spatial modes.

# Digital Texts

- A digital timeline
- [A narrative](#)
- Creative non-fiction
- E-postcards
- A character's blog or Facebook
- A persuasive podcast
- [Choose your own adventure](#)
- Alternative perspectives
- A soundscape
- A digital poem
- A news report
- A travel tale: Google Earth

*'Stories  
are the  
lifeblood  
of a  
nation'*  
Garth  
Boomer.



# QR Texts

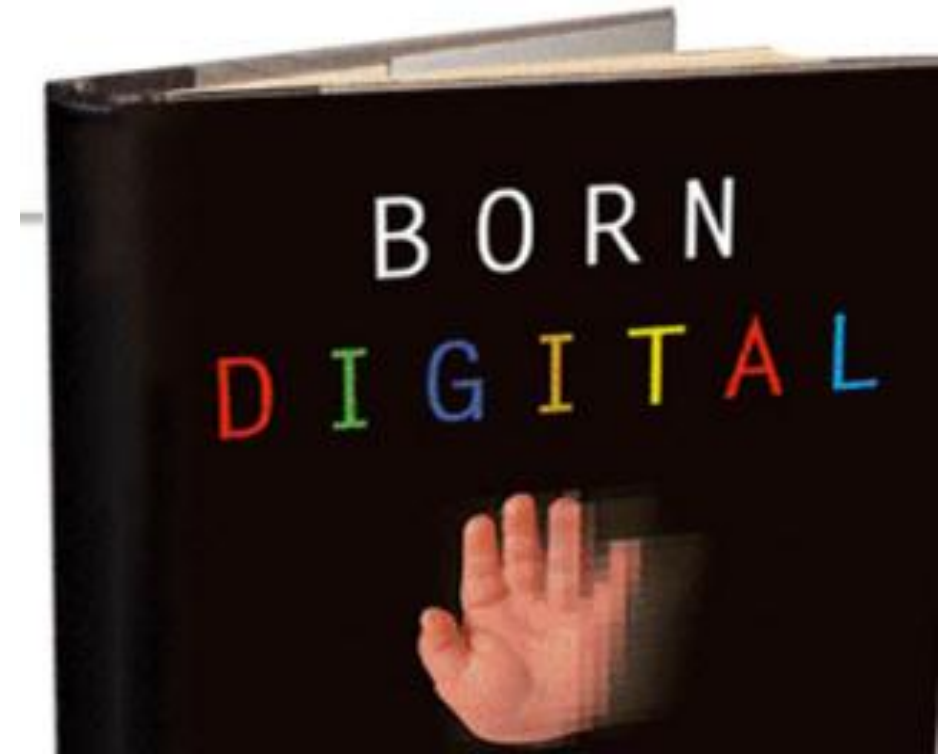
- A **QR code** (abbreviated from Quick Response code) is a type of matrix barcode or two-dimensional code - <http://qrcode.kaywa.com/>
- Stories that continue each week around the school.
- Alternative endings





# The Steps

- Students create a folder
- Craft the text – word limit!
- Find or shoot the images that enhance the text or film the text.
- Record reading of text on MP3 or microphone
- Download any sounds or music or video clips
- Use Garage Band or Audacity to layer music and voiceover



# The Steps

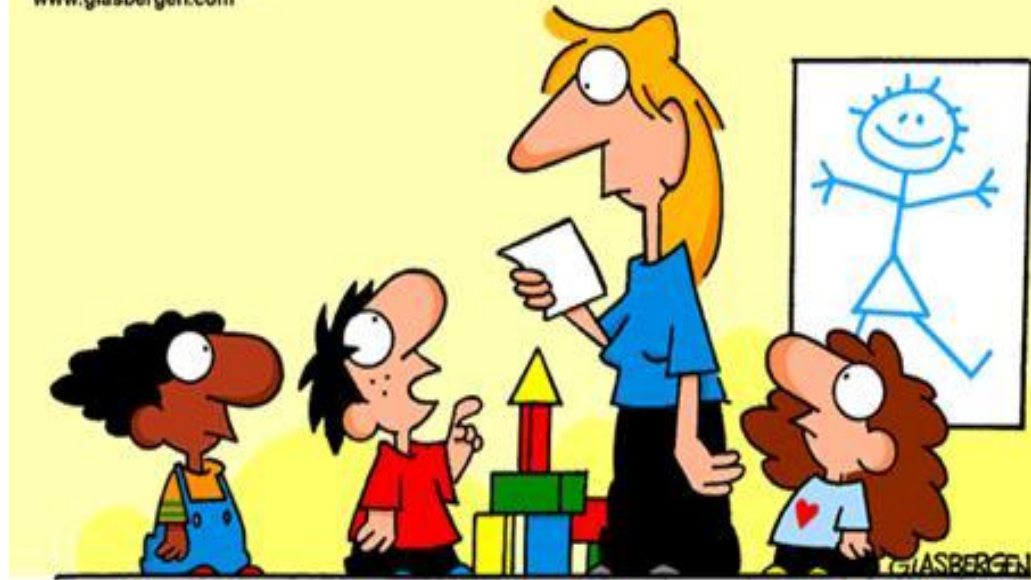
- The micro-story: 30 – 50 words
- Extreme close-up on the word and then the sentence!
- Focus on imagery and the verbs
- 25 letter alphabet
- Focus on structure: subverting the narrative structure



# The Steps

- students use a storyboard to plan story, transitions and effects
- <http://celtx.com/>: easy to use free software that has outstanding storyboard models and scaffolds for students

© 1999 Randy Glasbergen.  
www.glasbergen.com



"My name was David, but that sounded old fashioned. So I shortened it to DVD!"



"Mommy, can I go to Timmy's website and play?"

# The Steps

- students can use any of the following:
  - MovieMaker
  - Final Cut Pro
  - Photostory
  - Adobe Premiere
  - Power Point
  - Word
  - Blogs or wikis





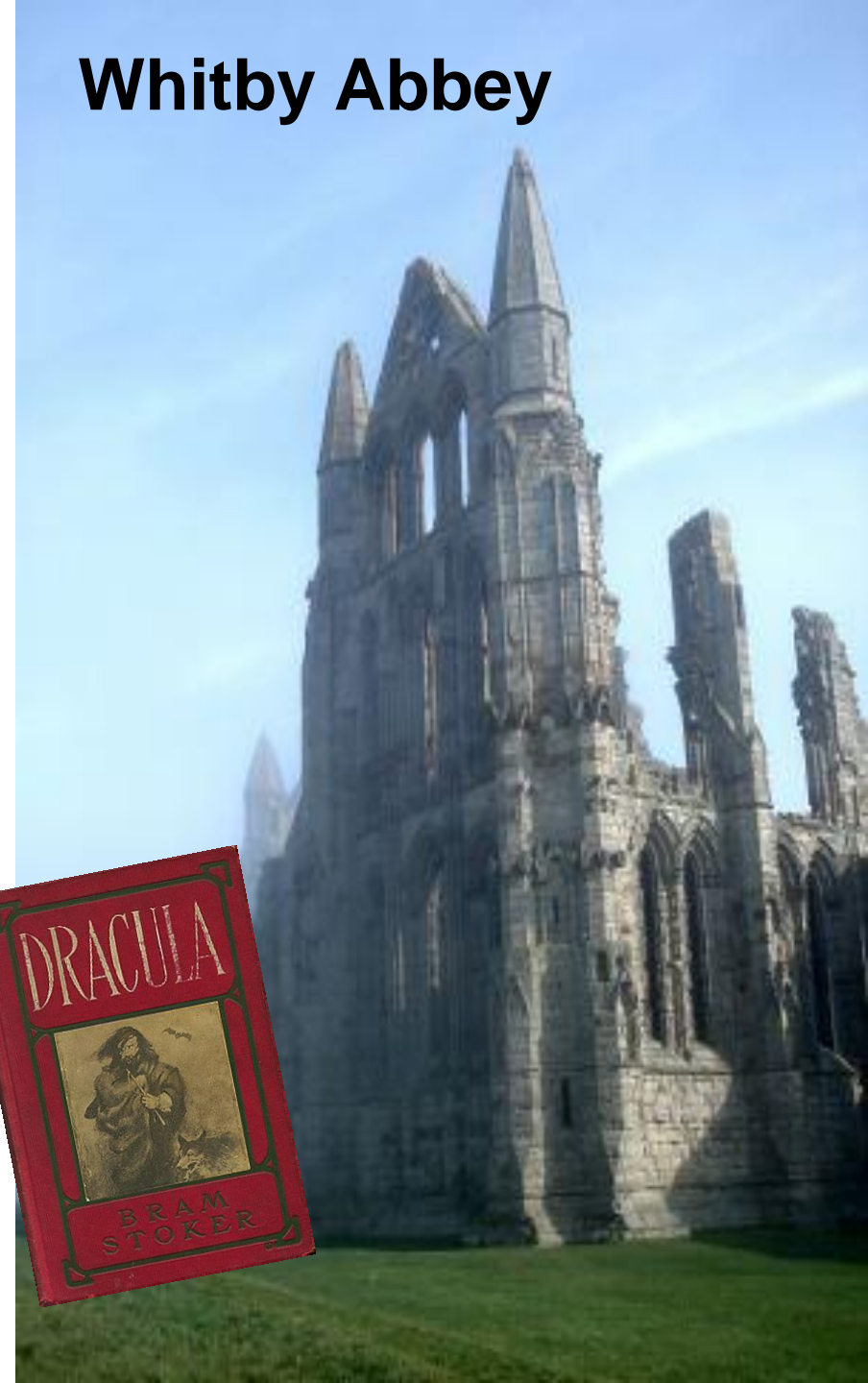
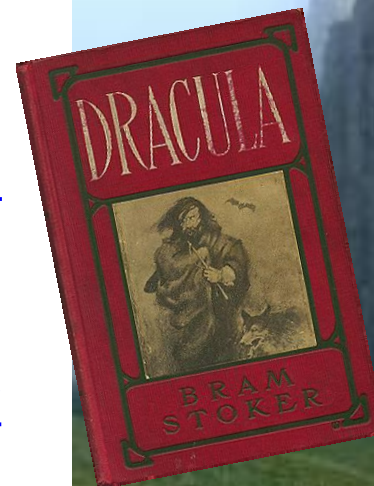
# Digital Text Sites

- <http://www.bbc.co.uk/wales/audiovideo/sites/about/pages/howto.shtml>
- <http://www.digi-tales.org/>
- <http://lightningbug.com.au/index.htm>
- <http://www.photobus.co.uk/index.php?id=2>
- <http://www.changinglives.com.au/2008/04/abrar-autumn-and-i.html>
- <http://www.dipity.com/> - Digital timeline

## Whitby Abbey

# Writing Ideas

- **Google Lit Trip:** Create a unique Lit Trip for an original story, play or poem -  
<http://www.googlelittrips.org/>
- **Play/Film script:** <http://celtx.com/>
- **Celestia:** students explore the universe in three dimensions - travel throughout the solar system to any of over 100,000 stars...<http://www.shatters.net/celestia/>
- **Fakebook:**  
<http://classtools.net/fb/home/page>



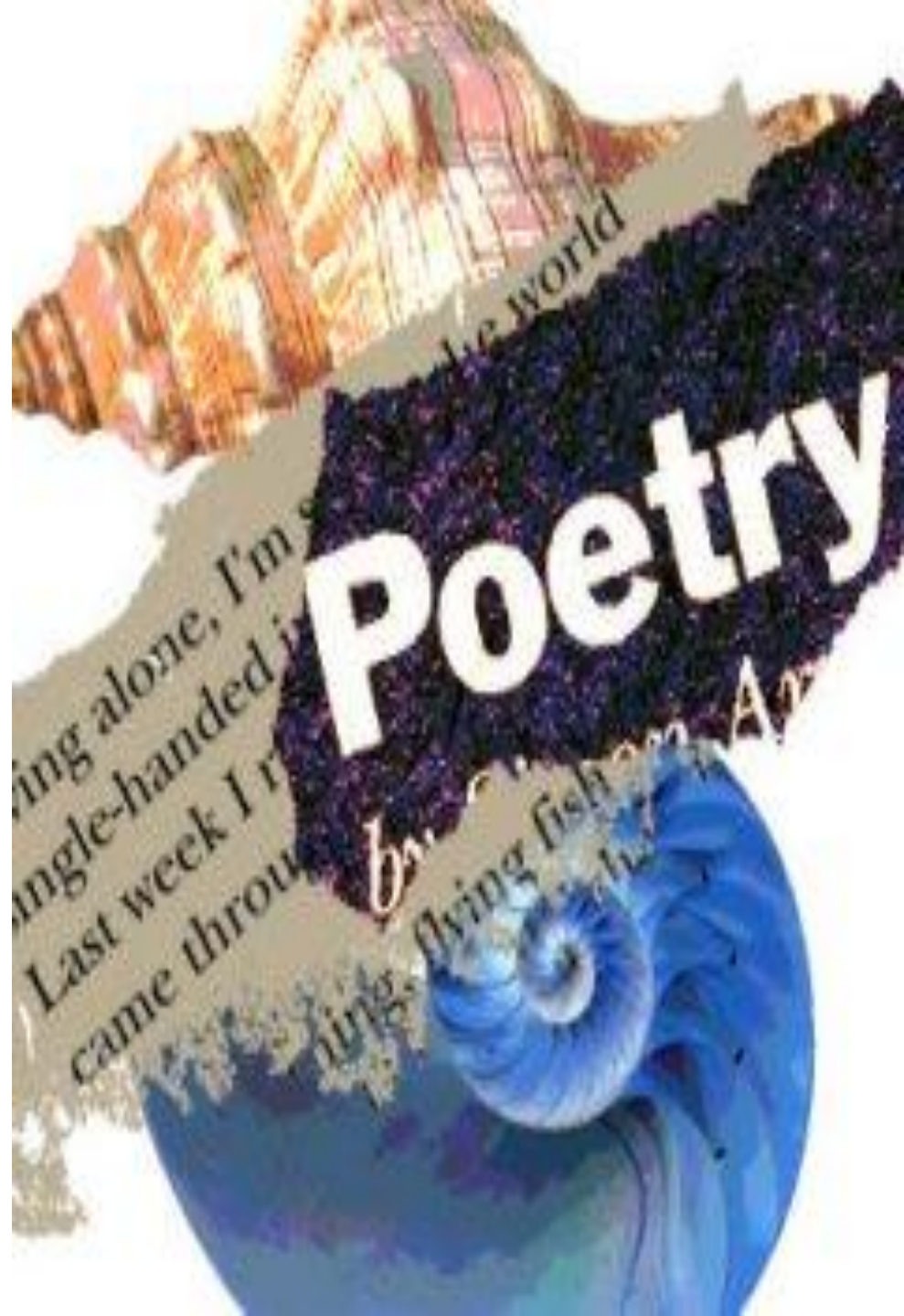
# Representation

- **Curio box** for a character in power point or Photostory  
<http://www.pbs.org/shakespeare/#>
- **Playing with Photos:**  
<http://photofunia.com/>
- **Museum Box:**  
<http://museumbox.e2bn.org/>



# Poetry

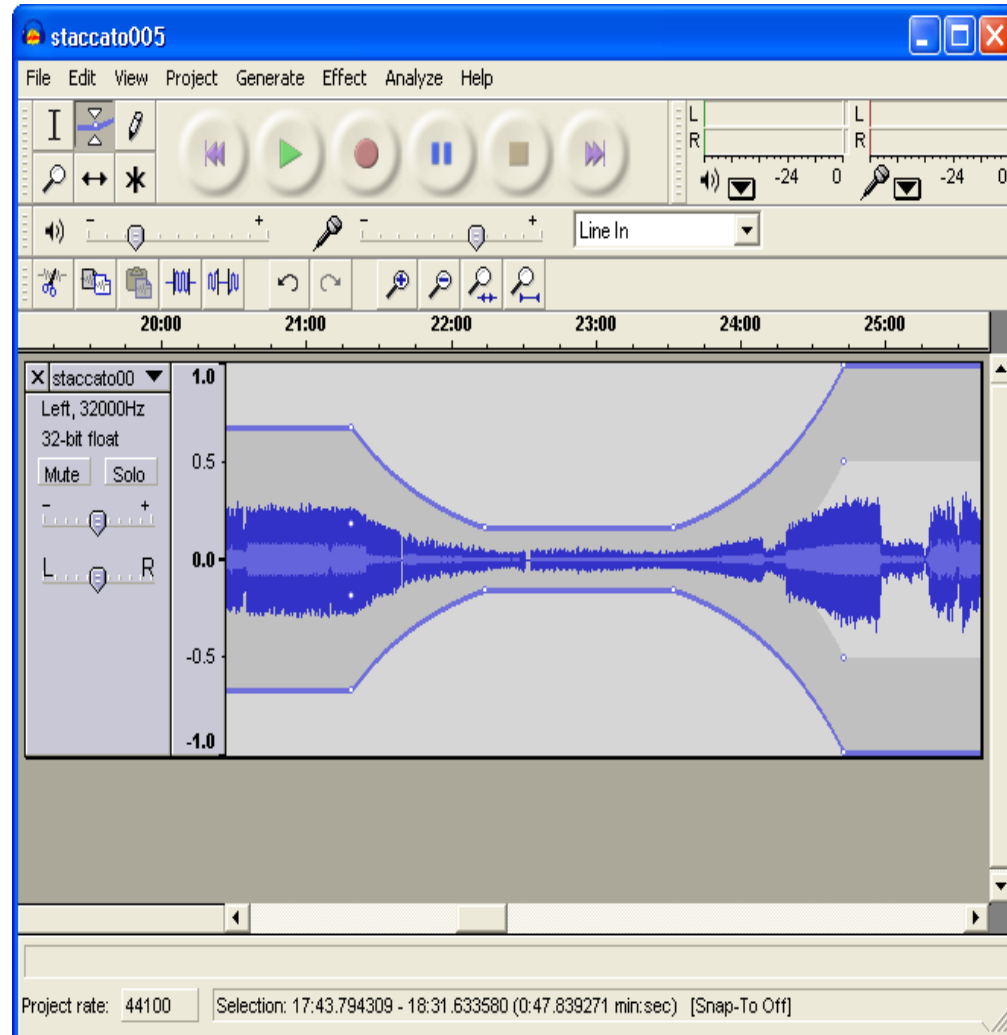
- Found poems created in word – *‘paw through popular culture like sculptors on trash heaps’*
- [Digital poems](#) with images
- Podcast poets
- **Instant poetry:**  
<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>: students can create poetry at this site.





# Speaking

- Podcasts: <http://www.how-to-podcast-tutorial.com/17-audacity-tutorial.htm>
- Oral tales
- Interviews
- Speeches
- Advertisements
- Performance poetry
- Raps
- News/Weather presentations



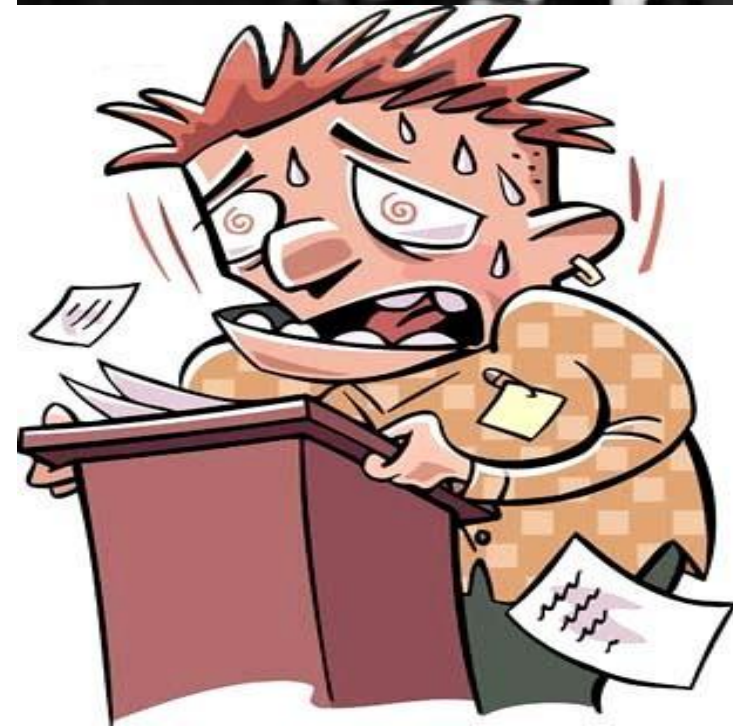
# Speaking & Listening

- Severn Suzuki's speech delivered at UN Earth Summit 1992 focusing on the ideas and the purpose of the speech:  
<http://www.youtube.com/watch?v=uZsDliXzyAY>
- The Green's television advertisement election campaign:  
<http://www.youtube.com/watch?v=2gQVnIKDoOA>
- EDF Energy Advertisements:  
<http://www.youtube.com/watch?v=Xx3Y5RV9YR4&feature=related> ;  
<http://www.youtube.com/watch?v=z7JMBa6h7Eo&feature=related>



# Speaking and Listening

- **Poetica:**  
<http://www.abc.net.au/rn/poetica/default.htm> Poetry Podcasts from the ABC: student can be inspired by the poetry that is read!
- **Martin Luther King – Extract from ‘I have a Dream’:**  
<http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>
- <http://www.americanrhetoric.com/>




# Exposition

- What? Where? When? Why? How?
- Graphic organisers
- Persuasion 101:  
<http://prezi.com/62290/>: An introduction to persuasion
- Persuasion map:  
<http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf>
- Online persuasion map:  
[http://www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)
- Essay Map:  
<http://www.readwritethink.org/materials/essaymap/>

Name \_\_\_\_\_ Date \_\_\_\_\_

## Sandwich Chart

Write your topic at the top. Add details to the middle layers. Add a concluding sentence at the bottom.



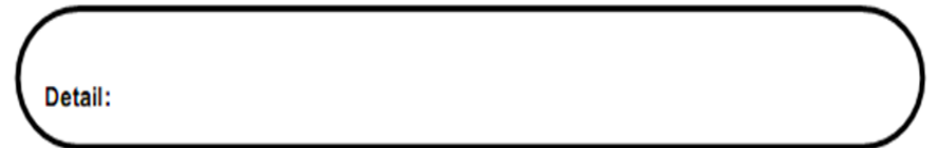
Topic:



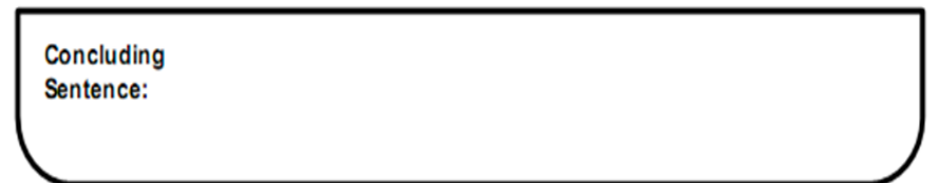
Detail:



Detail:



Detail:



Concluding Sentence:

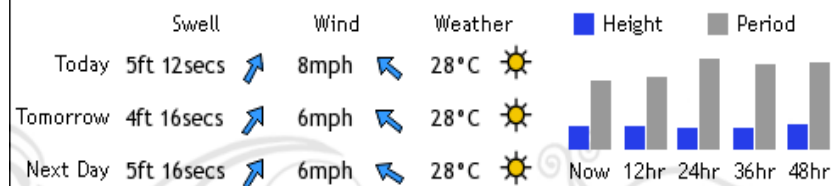


# Exposition

- 60 second presentation on a burning issue or 20-word blog post
- **Websites such as:**
  - Surfaid:  
<http://schools.surfaidinternational.org/>
  - Rhetoric:  
<http://www.putlearningfirst.com/language/20rhet/20rhet.html>
  - Amnesty International:  
<http://www.amnesty.org.au/refugees/>
  - Protest poetry and songs:  
[http://www.ppu.org.uk/learn/poetry/poetry\\_against.html](http://www.ppu.org.uk/learn/poetry/poetry_against.html)



## Uluwatu Surf Forecast - 2pm 29th Apr CIT



FULL 8 DAY FORECAST

LOCAL SWELL CHARTS

MAGICSEAWEEED.COM

# Stimulating Texts



My room is large, and has big dirty windows;  
the winter sky is low and grey.

>>

# Poetry

- <http://www.abc.net.au/rn/poetica/features/pod/> or <http://www.poetryarchive.org/poetryarchive/home.do>: Poets reading
- **Instant poetry:** <http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>: students can create poetry at this site.
- **Sonnet Central:** <http://www.sonnets.org/> - access to hundreds of sonnets and recordings too inspire writing.
- **Readings of Shakespeare's Sonnets:** [http://town.hall.org/Archives/radio/IMS/HarperAudio/020994\\_harp\\_ITH.html](http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.html)
- <http://www.poetryfoundation.org/>





# Shakespeare

- <http://shakespeare.palomar.edu/educational.htm>
- <http://www.folger.edu/eduLesPlanArch.cfm>
- Readings of Shakespeare's Sonnets:  
[http://town.hall.org/Archives/radio/IMS/HarperAudio/020994\\_harp\\_ITH.html](http://town.hall.org/Archives/radio/IMS/HarperAudio/020994_harp_ITH.html)
- <http://www.shakespeares-globe.org/>
- Virtual Tour of the Globe:  
[http://aspirations.english.cam.ac.uk/converse/enrich/globe\\_picker.html](http://aspirations.english.cam.ac.uk/converse/enrich/globe_picker.html)
- <http://virtualmacbeth.wikispaces.com/>:  
<http://www.youtube.com/watch?v=8QNxe2gePEQ>





# Using Images





# Learning Objects

- students creating objects to teach others:
  - Quizzes in **Captivate** or **Presenter**
  - Cartoons in <http://goanimate.com/>
  - Summaries, research in **OneNote**
  - Mind maps in **Freemind**
  - Presentations in **Prezi**:  
<http://prezi.com/>
  - Podcasts in **Audacity** or **Soundbooth**
  - **Museum Box**:  
<http://museumbox.e2bn.org/>
  - **Webquests**:  
<http://www.schools.ash.org.au/paa2/>



# Inquiry through ICT

- Check URL
- Skimming
- Sifting
- Synthesising
- Sourcing
- Webquests:

<http://www.huffenglish.com/webquests/frankenstein/Home.html>



# Project-based learning

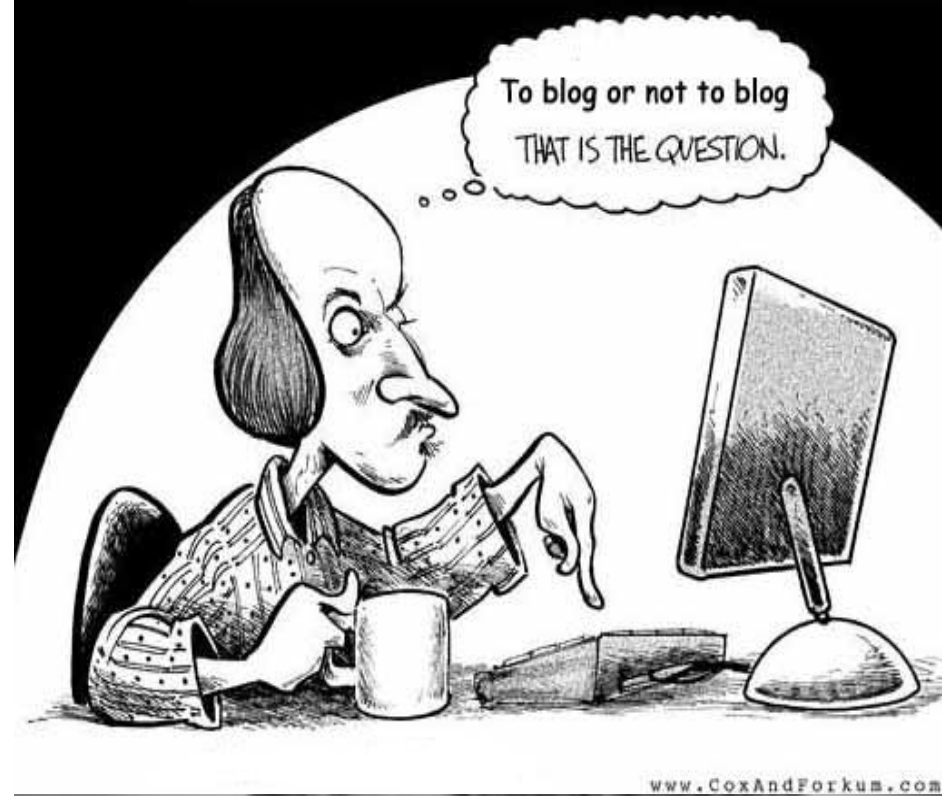
- **Concept:** Resonance
- **Question:** Why do people continue to reject Shakespeare's plays?
- **The tools:**
  - Online survey: <http://www.zoomerang.com/>
  - Vox pops
  - Blog
  - Internet
- **The Product:** Wiki, Blog, Voicethread, short film, podcast...





# Sharing

- Blogs:  
<http://karenygr.wordpress.com/2010/05/15/2009-feedback-from-the-marking-centre-imaginative-response/>
- Wikis:  
<http://connectivity2011.wikispaces.com/>
- Voicethread:  
<http://voicethread.com/>
- Wiki book clubs
- Prezi: <http://prezi.com/>



# Programming with ICT

- **Topic:** Through my Window: Writing about my world
- **Concept:** Inspiration: How drawing upon your world and your experiences leads to the development of effective and engaging writing.
- **Key Question:** How do I use my place and my experiences to create narrative writing that enables others to see and imagine my world?
- **Key Ideas:**
  1. How effective writers are inspired by the world around them.
  2. The power of imagery and figurative devices in writing to engage and move the reader – “Words are like ants...nothing can penetrate into the cracks and gaps of life as thoroughly or as fast as words can” (Orhan Pamuk).
  3. How the structure of a narrative can enhance the quality of a narrative.
  4. The importance of self and peer editing.

# Programming with ICT

- **Lesson activities and Assessment *for* Learning:**
  - students taking photographs and video clips of their world
  - Stimuli: Images, extracts, poetry and film clips
  - Visuword to improve vocabulary
  - Grammar activities on verbs, adjectives and syntax.  
Homework: Grammar Monster
- **A4L:**
  - ❖ Class wiki or blog to share haikus, flash fiction and sentences of the day.
  - ❖ Online comic to practise dialogue and writing.
  - ❖ Drafts uploaded to class wiki or blog for peer feedback.

# Programming with ICT

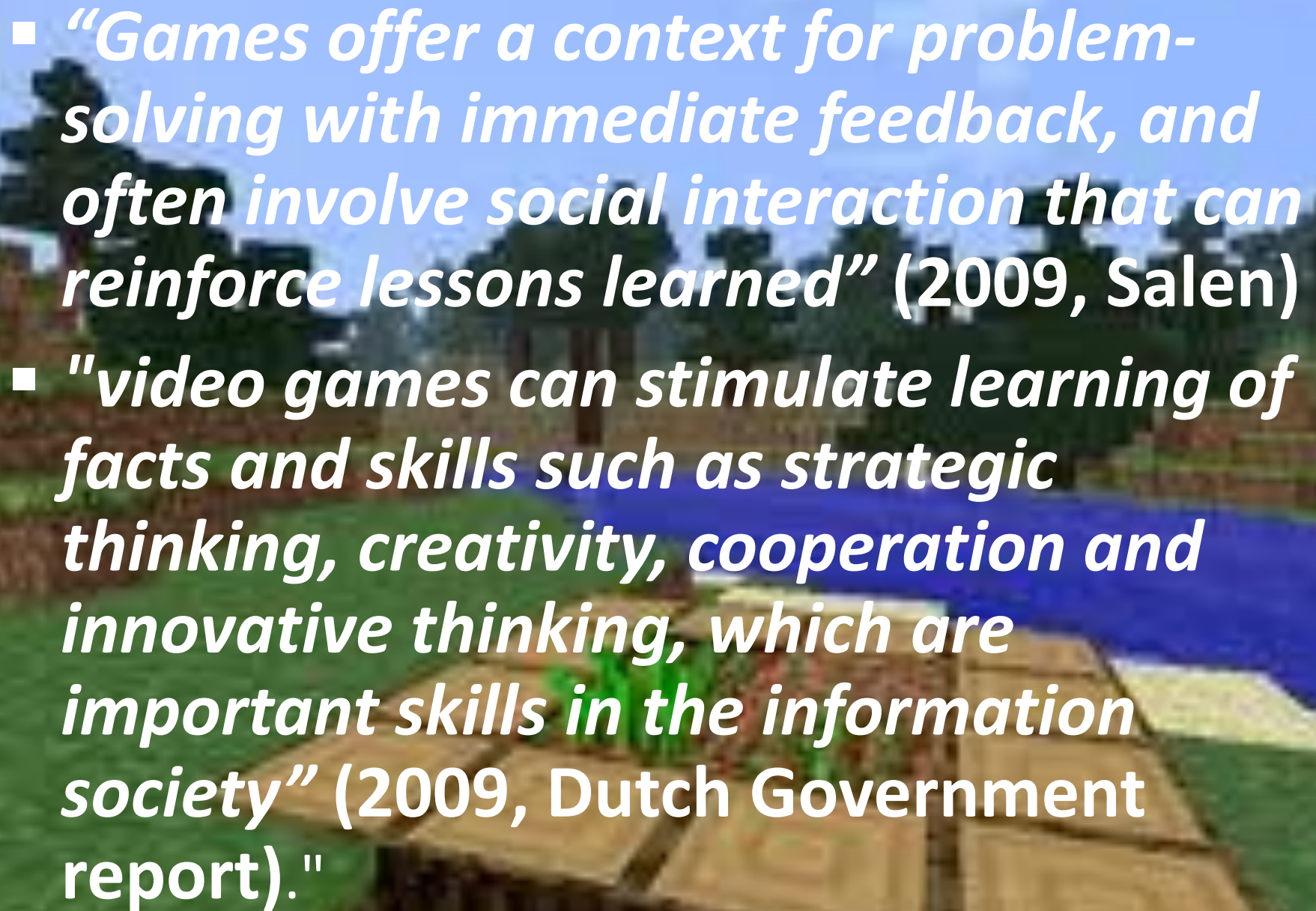
- **Assessment Task:** Digital narrative 'Through my Window' using any medium of production, such as:
  - Flash animation
  - Computer game
  - Cartoon
  - Power point
  - Slide show or Short film
  - Prezi
  - Glogster
  - Podcast
  - Use your imagination!



# Exciting Opportunities

- iPhones
- Gaming: *Sim City*, *Second Life*, **Visual Search Engine:**  
<http://www.yometa.com/>
- iPads:  
<http://www.eschoolnews.com/2011/01/07/10-of-the-best-apps-for-education/>  
and  
<http://www.technologybytesnibbles.info/archives/4707>



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- The background of the slide is a pixelated landscape. It features a brown dirt path that leads from the bottom center towards the middle ground. To the left of the path are several green trees of varying sizes. To the right of the path is a blue body of water. The sky is a light blue with some white clouds. The overall style is reminiscent of early computer graphics or video game environments.
- *“Games offer a context for problem-solving with immediate feedback, and often involve social interaction that can reinforce lessons learned” (2009, Salen)*
  - *“video games can stimulate learning of facts and skills such as strategic thinking, creativity, cooperation and innovative thinking, which are important skills in the information society” (2009, Dutch Government report).”*



# Yr 8 Task

- Develop a low energy city
- Cross-KLA
- Pre and post survey
- One week
- MineCraft
- Teams of three
- Flip Learning





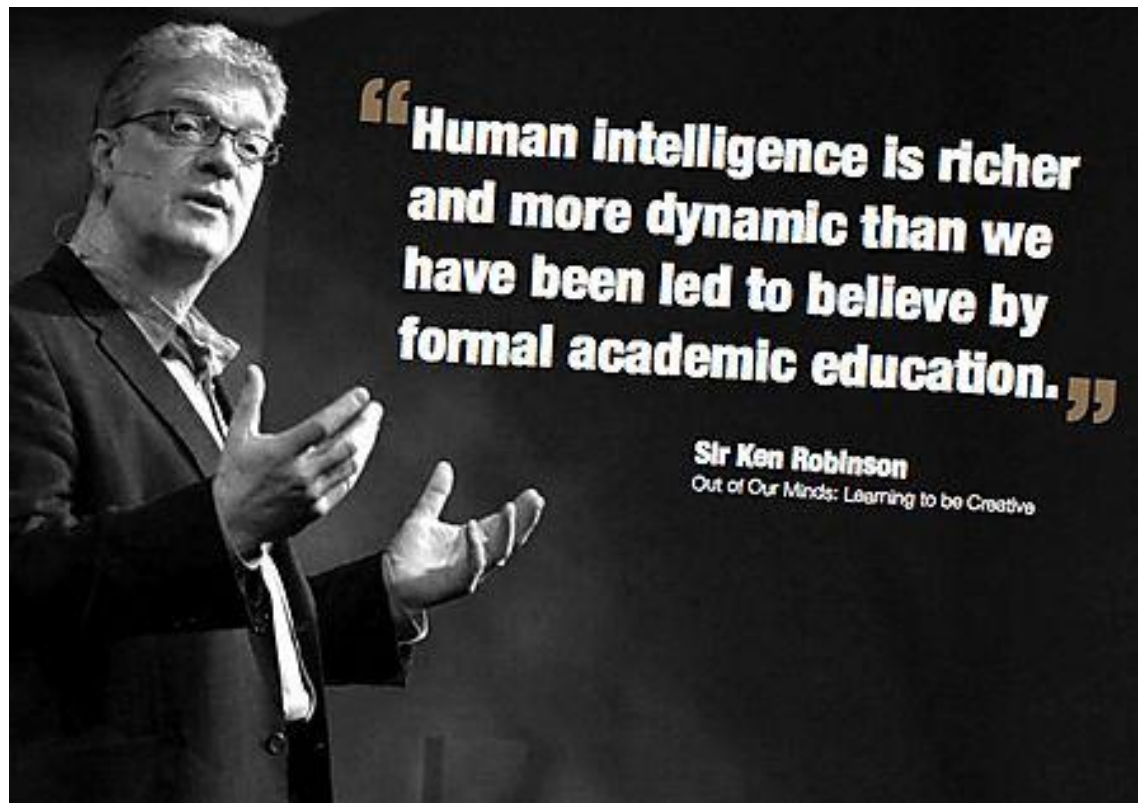
# Sites to Visit

- <http://gamesined.wikispaces.com/>
- <http://q2l.org/>
- <http://slav.global2.vic.edu.au/category/gaming/>
- <http://www.theday.co.uk/technology/gamification-can-videogames-change-the-world>
- [http://www.ted.com/talks/seth\\_priebatsch\\_the\\_game\\_layer\\_on\\_top\\_of\\_the\\_world.html](http://www.ted.com/talks/seth_priebatsch_the_game_layer_on_top_of_the_world.html)
- [http://www.ted.com/talks/jane\\_mcgonigal\\_gaming\\_can\\_make\\_a\\_better\\_world.html](http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html)
- <http://www.timrylands.com/html/inspire.html>
- <http://novemberlearning.com/team/alan-november/>



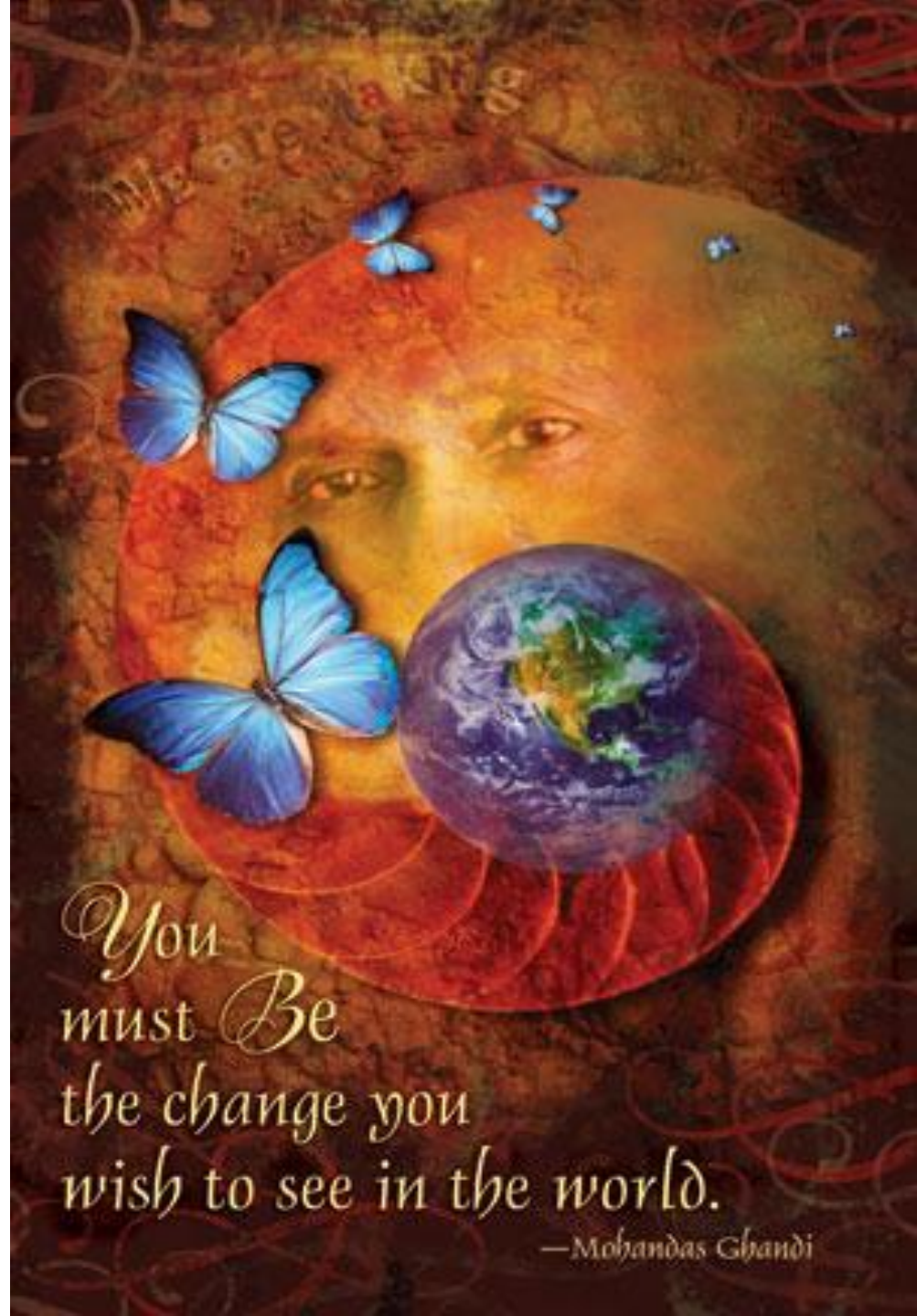
# Flip Learning

- <http://www.youtube.com/watch?v=2H4RkudFzlc>
- [http://www.ted.com/talks/salman\\_khan\\_let\\_s\\_use\\_video\\_to\\_reinvent\\_education.html](http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education.html)



# Great Web20 Resources

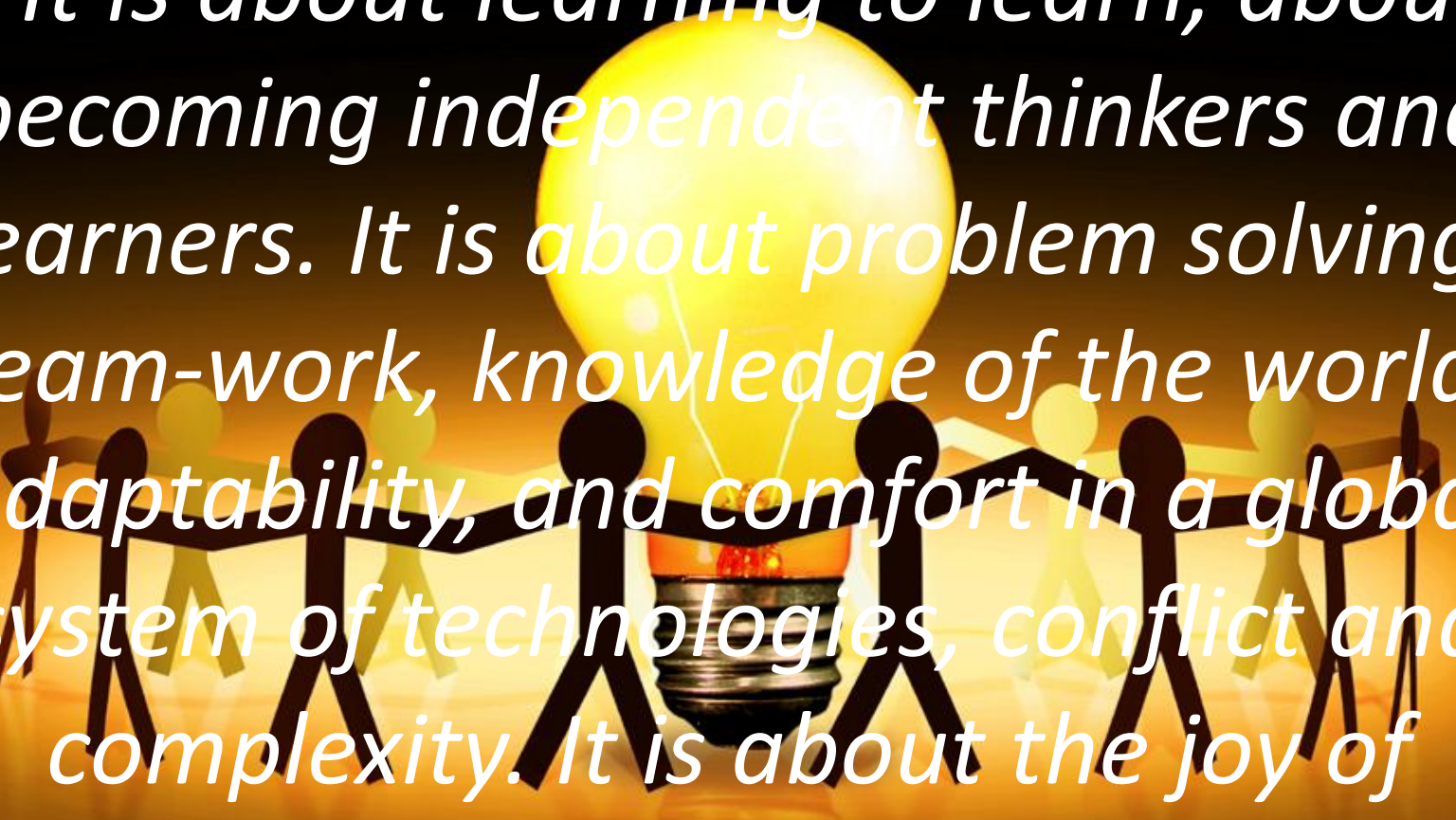
- **Cooltoolsforschools Wiki:**  
<http://cooltoolsforschools.wikispaces.com/?responseToken=08d40fc592f425e0609f7b90a024fde22>
- <http://www.learningplace.com.au/deliver/content.asp?pid=33292>



A dramatic landscape photograph featuring a sunset or sunrise over a body of water. A large, dark rock formation is prominent in the foreground on the left. The sky is filled with dark, heavy clouds, with a bright, glowing light source (the sun) breaking through near the horizon, casting a warm, orange glow across the scene. The water reflects the light, and the overall atmosphere is moody and atmospheric.

<http://unswi>  
[ct.wikispace](http://unswi)  
[s.com/](http://unswi)





*“It is about learning to learn, about becoming independent thinkers and learners. It is about problem solving, team-work, knowledge of the world, adaptability, and comfort in a global system of technologies, conflict and complexity. It is about the joy of learning.” (2006, Fullan, Hill and Crevola, Breakthrough).*